



Department
for Education

Absence and exclusions additional analysis for pupils with special educational needs (SEN)

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Introduction

On 4 November 2015 the Department published the document '[SEN: analysis and summary of data sources](#)'. This document provides a combination of analysis and links to the key data sources on children and young people with special educational needs (SEN). The format of the document this year was changed and provided links to available data on pupils with SEN instead of the tables themselves. The new format should enable people to access the latest data more easily and will be updated more regularly. We are also encouraging the use of the [Local Authority Interactive Tool \(LAIT\)](#) and [LG Inform](#) to support benchmarking.

This document provides additional tables, covering pupil absence and school exclusions which are not currently available in their source publications.

Published Data

A summary of the data published on pupils with SEN within the absence and exclusions source publications can be found below.

Absence

7.5% of **sessions¹ were missed** for pupils with statements in 2013/14 compared to 6.7% for pupils identified as School Action Plus, 5.7% for pupils identified as School Action and 4.1% for pupils without SEN. These rates reflect a decline in the overall absence rates compared to 2012/13 when the comparable figures were 8.2% of sessions missed for those with a statement of SEN, 7.6% for pupils identified as School Action Plus, 6.5% for pupils identified as School Action and and 4.8% of sessions missed for those without SEN.

Pupils with primary SEN type of profound and multiple learning difficulties were most likely to be absent from school in 2013/14, missing 13.7% of sessions.

11.0% of pupils with statements were **persistent absentees** (missing around 15% or more sessions) in 2013/14 compared to 2.6% of pupils without SEN.

Exclusions

5.17% of pupils with SEN without a statement received one or more **fixed period exclusion** in 2013/14 compared to 6.42% of pupils with statements and 1.08% of pupils with no SEN. This represents a slight decline in the rate of fixed period exclusions compared to 2012/13 when 5.37% of pupils with SEN without a statement received one or more fixed period exclusion, 6.58% of those with a statement received one or more

¹ Sessions are defined as a half day – morning or afternoon. Further information is available in the [Guide to absence statistics](#).

fixed period exclusion and 1.07% of those with no SEN received one or more fixed period exclusion.

0.25% of pupils with SEN without a statement received a **permanent exclusion** in 2013/14 compared to 0.15% of pupils with statements and less than 0.03% of pupils with no SEN. There has been a steady decline over the last 5 years in the rate of permanent exclusions and the rate for those with a statement of SEN has fallen more than the rate for all pupils.

Key points

Key points from the additional tables available as part of this release can be found below.

Absence

Absence by SEN and reason for absence (Table 1) - In 2013/14, pupils with a statement of SEN had the highest level of absence due to medical/ dental appointments (11.9% of sessions missed). Of those with a type of need recorded in 2013/14, those with Profound and Multiple Learning Difficulties (PMLD) have the highest percentage of sessions absent due to illness (61.7%) and those with a physical disability (PD) have the highest percentage of sessions missed due to medical/ dental appointments (21.1%).

Persistent absentees by SEN and gender (Table 2) - Boys were less likely to be persistent absentees in 2013/14 than girls. Of those with a statement of SEN who were boys, 10.8% were persistent absentees compared to 11.5% of girls with a statement of SEN.

This publication also includes the release of pupil absence data by special educational needs at **local authority level** for 2013/14.

Exclusions

Exclusions by SEN and gender (Table 3) - In 2013/14 boys had higher rates of exclusions than girls, of those with a statement of SEN 7.81% of boys received at least one fixed period exclusion compared to 2.69% of girls.

Exclusions by primary type of need (Table 4) - Boys with Behaviour, Emotional and Social Difficulty (BESD²) had the highest rate of exclusions in 2013/14 – 19.18% of pupils with this type of need recorded received at least one fixed period exclusion compared to 1.86% of all pupils.

Exclusions by SEN and reason for exclusion (Table 5) - Pupils with SEN were more likely to be excluded due to physical assault against an adult in 2013/14 compared to those without SEN – 19.6% of fixed period exclusions for those with a statement of SEN

² Following introduction of the Special Educational Needs and Disability reforms in September 2014, the type of need code 'Behaviour, Emotional and Social Difficulty' (BESD) has been removed. A new code 'Social, Emotional and Mental Health' (SEMH) has been introduced although it is not intended to be a direct replacement.

were for this reason compared to 2.6% of those with no SEN. Of those with a type of need recorded, the highest number of fixed period exclusions was for those with BESD and the largest percentage of these was for persistent disruptive behaviour (27.5%).

This publication also includes the release of exclusions data by special educational needs at **local authority level** for 2013/14.

Related information

The section below provides links to further information.

SEN: analysis and summary of data sources	This publication is available online at: SEN summary document
Previously published SEN figures	The series of publications is available online at: Statistics: special educational needs (SEN) .
Previously published absence statistics	The series of publications is available online at: Statistics: pupil absence
Previously published exclusions statistics	The series of publications is available online at: Statistics: exclusions

List of tables

National Tables

Absence

- Table 1 Pupil absence by special educational needs and reason for absence
- Table 2 Persistent absentees by special educational needs and gender

Exclusions

- Table 3 Fixed period and permanent exclusions by special educational needs and gender
- Table 4 Fixed period and permanent exclusions by primary type of need
- Table 5 Exclusions by special educational needs and reason for exclusion

Local Authority Tables

Absence

- Table LA1 Absence rates and pupils defined as persistent absentees by special educational needs and local authority

Exclusions

- Table LA2 Permanent and fixed term exclusions by special educational needs and local authority



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